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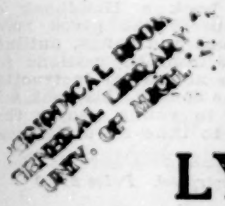

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

N. E. A. Life Membership

LIFE Membership in the National Education Association is one of the important forward movements. There are now four hundred and seventy-one life members. This means more than forty thousand dollars to the Permanent Fund of the Association, and this Permanent Fund is the sheet anchor of the Association, which is already a mighty institution, with an income from memberships and otherwise which provides for remarkable educational service.

A life member is providing for support equal to three annual memberships for "all eternity," so to speak. To pay $2.00 a year no more than pays for what one gets that year. It means nothing for the educational service for one day after the membership expires.

But to contribute one hundred dollars—and the ease with which that can now be contributed is highly important—one is providing three annual memberships for a hundred years and more after he passes on.

The annual membership has a humiliating feature. Here are two remarks which one hears with shocking frequency: "What will I get out of it?" "No, I'll not renew this year, because I don't like the policy."

Ask these same teachers to subscribe ten dollars or twenty dollars for a campaign that will benefit them financially and they will give enthusiastically.

One would think that two hundred thousand teachers would contribute two dollars a year to have a great association in Washington looking after all educational interests in a dignified and effective way.

One would think that any one who can afford it would be proud to be a life member, equal to three annual memberships for all time.

In the Chicago public schools summer session 12,168 pupils caught up in their class work, and will save a year of time for themselves and the total expense of schooling for that full number of children. The cost of educating more than twelve thousand children is as great as the teaching cost of the schools of a city with twelve thousand children for the year. That is thrift at its height.

Fifty Years of Colorado's Statehood

COLORADO, the "Centennial State," so nominated because it was admitted to statehood when the nation was one hundred years old, is celebrating its half-a-century of statehood in various ways. Naturally the schools are doing much to impress upon the children what Colorado is and who made it what it is.

In this we are naturally interested, because we knew Colorado in its territorial days. Our first knowledge of Colorado was in July, 1875, when the one topic of conversation everywhere by every one was the desire and expectation of statehood. From 1883 to 1886, as associate secretary of the "New West Education Commission," one of the societies of the Congregational Churches of the United States, we had as one of our chief responsibilities the promotion of the interests of Colorado College. In those years we were frequently in the state officially educationally, which established educational interests which signify much. Superintendent Jesse H. Newlon of Denver among other things will have the schools magnify the educational history of the city. Fortunately Dr. William H. Smiley, superintendent emeritus, has been a vital feature of the history of Denver's education, and can prepare the history thereof both reliably and attractively.

Personally, we are taking occasion to write of Aaron Gove's Denver because we knew his service in Denver from the outside as no one else now knows it, and we certainly knew Aaron Gove's educational life outside of Colorado as no one knew it who can now write about it.

Sergeant York's Institute

SERGEANT ALVIN C. YORK, perhaps the most famous American soldier of the World War, nobly refused to commercialize his heroism, even when fame meant fortune. He insisted that any good fortune that might result from his marvelous, yes, miraculous service, should be for the youth in the mountains, where he was born in a log cabin. This service is now being rendered.

The Fentress County Court has donated fourteen hundred acres to his industrial institute. He has broken ground for the first building, which will cost a hundred thousand dollars, all of which will be donated, given gladly and enthusiastically by persons from outside the mountain region, practically outside of Tennessee. The State Legislature made a handsome appropriation, which Sergeant York refused to accept because he could not accept money raised by public taxation.

This industrial institute will enable the boys and girls of the Tennessee mountains to get a sensible education, equip themselves for industrial freedom, earning while learning so that they will pay their way. It is universally known that Marshal Foch designated Alvin C. York as the outstanding hero of the World War.

"Heartening Rural Communities"

EUGENE FAIR, president of the Missouri State Teachers College, Kirksville, was one of the notable winners at the Philadelphia meeting, because as a new voice he put the rural problem in a new costume. "Heartening Rural Communities" is by far the best phrasing the problem has ever had. There are many specialists in country life who are devoting themselves skilfully to the problem of the rural schools, but from the days of Roosevelt and Bailey, to Sargent, Pittman, and other notable leaders of today no one has made as brilliant an appeal to parents, taxpayers, and statesmen as Eugene Fair did when he spoke of "Heartening Rural Communities." The art of captivating phrasing is high art.

Los Angeles at Berkeley

ONE of the educational events of the summer was "The Los Angeles Exhibit" at the summer session of the University of California. It was the creation of the Lincoln High School, Los Angeles, Ethel Percy Angus, principal. This was an unprecedented presentation of a city's activities. It need hardly be said that Los Angeles can make an unprecedented exhibit, but it should certainly be said that no city has a rival of the principal of the Lincoln School to create, install and administer an exhibit. There were several features of the functioning of this exhibit at Berkeley which makes it signify much to Southern California, as much to Berkeley as to Los Angeles.

Cooper to San Diego

WILLIAM J. COOPER, superintendent of Fresno, goes to San Diego as superintendent at a salary of nine thousand dollars. This unanimous choice is as significant to San Diego as it is complimentary to Mr. Cooper. It assures the city of the services of as able a man, personally and professionally, as there is in the state; a leader who will command the confidence of all citizens of San Diego. It means much to Southern California as it will to the city. This has been the outstanding temptation to prominent schoolmen the country over this season.

Aaron Gove

By A. E. WINSHIP

AARON GOVE was one of the foremost public school men of America for more than thirty years. This was due largely to his high appreciation of teaching as a noble profession, to his skill in leadership which early assumed national proportions, but circumstances played an important part. His early education was in New England, and when he went West it was with the noblest group of professional school men who ever went to one place, and he was a vital factor in a company of ardent educators like Richard Edwards, Professors Hewett and Metcalf, and the younger group like William Hawley Smith, John W. Cook, Charles DeGarmo, Elmer Ellsworth Brown, and Charles and Frank McMurry. This group in which Aaron Gove first functioned made the State Normal School at Bloomington, Illinois, the first great professional institution of the West. It was a hard field for professional propaganda. At that time no college or university in the New World would admit there was anything to know about teaching except to know the subject. The Middle West was especially hard boiled, because with the earliest pioneers came denominational colleges evangelistically fundamentallized with traditional philosophical paregoric and opium.

The really great event in the life of Aaron Gove was breaking away from the professional propagandists at Bloomington and leading the professional crusade in virgin soil at Denver. No one can ever know what it signified to Denver, to Colorado, and the entire Intermountain region to have its educational foundations laid by a man with commanding personality, with high scholastic ideals, brilliant in leadership, with the intimate friendship and comradeship of the master minds in public school activities. Much as it meant to him it meant infinitely more to the New West. Aaron Gove was the first superintendent in the West to be entirely free to professionalize a system of schools, and Denver was the first city to have a system of professional public schools. He was the first man with high professional ideals to have an opportunity to deal with a public that was not doped with traditional philosophy. Opportunity develops responsibility, and the use of responsibility brings new opportunities, and Aaron Gove became an educational scientist and a pedagogical artist. Nowhere between the seas were there better schools than in Denver. We say this without hesitation, for no one in America had the same opportunity to know the schools of Denver and of other cities that we had from 1886 to 1916, and we said in print, on the platform in every state in the Union in substance what we are saying now. Personal opinion even of an expert has its limitations, but the standing of a system of public schools can be put to a test that eliminates all doubt, and by that test Aaron Gove's Denver leads every city in America in his day. That test is appreciation of the men it develops, and Aaron Gove's Denver had no city trailing within sight. One of his associates in the system became so famous as a high school principal in Denver that he was the only high school principal in America ever to be elected to the presidency of a great university, and that university under that administrator was the greatest educational institution in a group of eight states. Another high school principal in Aaron Gove's Denver has been the superintendent of Denver schools. Aaron Gove's Denver had under its dominant influence three associate districts whose superintendents were largely the professional creation of Denver's spirit, and two of these superintendents have been superintendents in Denver. One of them has been the highest salaried superintendent of the country at the time in two Mid-West cities, and is now the Dean of Education in one of the largest universities of the country. Another of these associates of Aaron Gove has been superintendent of Baltimore and of Springfield, Massachusetts. No other superintendent and no other city had any record in those thirty years to equal that of Aaron Gove in Denver. In those years while Aaron Gove and Denver were leading the country professionally Mr. Gove was one of the recognized leaders in the National Education Association. He was one of its eminent presidents, was one of the creators of the National Educational Council, and was one of the public school men of largest influence in all of those years, ranking in counsel with United States Commissioners of Education and presidents of Harvard, Columbia, and other universities.

Judged by what he was, by what he did locally and nationally, and by what his associates did because they were his associates, Aaron Gove looms large as one of America's great factors in educational history.

Impressions of Harvard

By L. V. CAVINS

Marshall College, Huntington, W. Va.

WHEN I was but six years of age I had made up my mind, if the opportunity ever presented itself, to go to Harvard. I was born on a farm in Coles County, Illinois, about five miles south of Mattoon. I was the youngest of seven boys. My mother, ever since I could remember, was an invalid. Naturally, my father, dependent entirely upon the resources of a sixty-one-acre farm, was hard pressed to give us children even a country school education. Hence the possibility of my attending Harvard seemed remote. However, throughout our early school life my father so instilled in us a desire to further our education that as we outgrew the district school each one of the seven boys and the two younger girls entered some institution of higher learning. As my older brothers talked over their college experiences occasional reference was made to Harvard, although none of them had gone there. The dream of attending this far-away institution was kept more or less vivid by all sorts of mnemonic devices. Anything labeled "Harvard" assumed at once an enhanced value. When a boy I bought hats that had "Harvard" printed inside the band. Later as the ideal seemed a little more possible of realization I chanced to possess a bunch of calves, which I called the "Harvard Herd."

The above personal experiences are purely incidental except as they suggest the visionary impression that I had formed of Harvard. Naturally my picture of the school itself was more or less fantastic. I had hardly dared assume that the buildings were made of brick and mortar as other buildings are. And as a matter of fact when I took the trolley at Boston, en route for Harvard (not Cambridge), I actually went three blocks beyond the square, although I was looking out of the car window all the time. I hasten to correct the impression that this blunder was due to inexperience in city traffic or to any inability to make the necessary inquiries. I deliberately put my discriminating powers to the test of picking out a collection of buildings that would harmonize with my vision of Harvard University. It is really painful to recall my disappointment.

In due time I entered Harvard Yard at the entrance nearest the Bursar's office. I stood for several minutes watching the students go in and out of the office door. I was a perfect stranger and had made no arrangement whatever for a place to room. The students appeared to me rather dignified, and seemed to be in such a hurry that I was rather timid about approaching them. After a time I noticed a man standing to one side. He was very plainly dressed. He had on a very common looking hat, a dark blue suit, and his general manner was such that I felt free to speak to him. Consequently I walked over to him carrying a suit case in each hand and asked him if he could direct me to headquarters. He looked around with a puzzled expression and replied: "Headquarters is one thing we're rather short on." After surveying the various possibilities he said: "You might walk over with me and leave your grips in my building until you find a room, if you like." I feit then confirmed in my surmise, viz., that he was the janitor of one of the buildings. As we walked across the campus, passing Gray Hall and the library my companion seemed to me unusually inquisitive. I recall little of the conversation, except that I was more or less non-committal in my replies. As we approached Emerson Hall we met a well-dressed man who possessed a dignity that suggested at once that he was a college professor. My escort, somewhat to my surprise, immediately engaged him in a conversation. Again I paid little or no attention to what he was saying, until my companion remarked: "By the way, professor, I am going to have to ask you to take care of my classes next Wednesday and Thursday. I have to give some lectures over at Yale." That was the first intimation I had that my supposed janitor was no other than Josiah Royce, generally considered at that time as the world's greatest living philosopher. He insisted on my leaving my suit cases in his office in Emerson Hall until I had found satisfactory quarters for the year.

As strange an experience as this may have seemed to a Western youth, who had been led to imagine that Harvard was filled with students and professors who were exclusive, autocratic, and even snobbish, it was only one of many experiences which in time convinced me that my former impressions were without foundation entirely or at any rate were not true of the Harvard, 1910. If it were an exception it would not warrant the impression it has made upon me. But my first week at Harvard was filled with experiences that led me to believe that such personal solicitation as was shown me by this simple philosopher was typical rather than exceptional.

Within a few days I had occasion to call on Barrett Wendell. I had been told that he

was a very eccentric character, gruff in manner, and indifferent to the interests of the common individual; that he was fond of talking about the "down-trodden upper class" and all that. Naturally, I rather dreaded to knock at his door in Gray Hall, where he held conferences with students. In looking over the list of courses for which I had registered, he said: "I notice you are registered here with two or three of the younger men. Now they may turn out to be famous or they may not. Since you have come from quite a distance and are here for only one year I should think that you ought to get into the classes of the best men we have. Let me go over the list of professors with you and indicate something of their standing. Now, here's Kittredge, the most distinguished man on the campus. You should take his Shakespeare 2. And here's Dean Briggs. By all means you should get into his English Composition 5." I replied that his class seemed to be filled up. He turned to his desk, wrote Dean Briggs a letter, and asked me to take it to him. When I entered Dean Briggs' office he was engaged in helping one of his students with a theme. He stopped long enough to read the letter, and said that he would be busy for some time with the student he was helping, and could not give me the time just then that my case demanded. He asked when I was free to come back. I replied any time that was convenient to him. He asked if I could come to his house at ten that evening. I said that I could, and he gave me his number on Brattle street, and said: "I'll see you then at ten o'clock tonight." When I arrived at his house I found him entirely alone apparently expecting me. On entering the parlor he asked me to have a cup of tea with him, and to sit down on the sofa for a visit. He was so deliberate in coming to his point of my visit that I began to wonder if he had forgotten making the appointment. After an hour's conversation, however, he had a much better knowledge of my general background in English than I had intended to disclose. Although the hour was approaching midnight I experienced considerable difficulty in getting away from him. In fact, he walked down the steps, out of the gate, and quite a way down the street with me. Suddenly he looked at his watch, and said: "Well! I must be getting back. President Lowell and I walked home from Boston last night, and it was 3 o'clock before I got to bed." In conclusion I might add that it was a personal recommendation from Barrett Wendell and a telegram from Dr. Kittredge to the president of a Western institution that secured me a job at the end of the year. Consequently I left Harvard feeling that the realities of Harvard's true greatness transcended the ideals that were formed by my youthful imagination, and that the castles that crumbled at my first sight of those time-worn buildings have been rebuilded of a more durable substance.

Forgetful Pa

By Edgar A. Guest

My Pa says that he used to be
A bright boy in geography,
An' when he went to school he knew
The rivers an' the mountains, too,
An' all the capitals of the states
An' boundary lines an' all the dates
They joined the union. But last night
When I was studyin' to recite
I asked him if he would explain
The leading industries of Maine—
He thought an' thought, an' thought a lot,
An' said: "I knew, but I've forgot."

My Pa says when he was in school
He got a hundred as a rule,
An' grammar was a thing he knew,
Becoz he paid attention to
His teacher an' learned the way
To write good English an' to say
The proper things, an' I should be
As good a boy in school as he.
But once I asked him could he give
Me help with the infinitive—
He scratched his head and said: "Great Scot!
I used to know, but I've forgot."

My Pa says when he was a boy
Arithmetic was just a toy,
He learned the tables mighty fast
An' every term he always passed,
An' had good marks, an' teachers said:
"That youngster surely has a head."
But just the same I notice now
Most every time I ask him how
To find the common multiple,
He says: "That's most unusual!
Once I'd have told you on the spot,
But somehow, sonny, I've forgot."
I'm telling you just what is what,
My Pa's forgot an awful lot!

—Health and Efficiency.

Creative Work in Literature

By LUKE C. RHOADS

Mount Vernon, New York

DURING the past fifteen years in the educational world much has been made of the creative work of youth in the manual arts. Expensive apparatus and equipment for their training have been installed; well-trained teachers with original ideas have been employed; extensive exhibits of their work have frequently been arranged. The teachers and the parents of these pupils have been proud, indeed, of the talent displayed. This educational movement is justified. In the light of modern psychology the unusual powers of pupils in the manual art courses should be recognized and given full opportunity to grow. However, this should in no way detract from the outstanding successes of pupils of an academic trend of mind who are able to express worth-while original ideas and sentiments in prose and poetry. Nevertheless, it must be admitted that the extraordinary efforts of these young people have unfortunately often been passed almost unnoticed. It appears proper and fitting that we pause to note the progress now being made by pupils of this type in the field of literature. Right kind of encouragement and recognition should be given these pupils so that they may give free and full expression to their truly emotional and sentimental natures.

Teachers of English of the Mount Vernon schools have developed a distinctive teaching technique, the purpose of which is to encourage original creative work both in prose and poetry. The results which they have secured are especially gratifying. A brief explanation of their methods will be presented, after which a few concrete illustrations of the results obtained in writing poetry will be given. A careful study of the methods and results will convince any one that not only are large opportunities being offered pupils to expand their powers of initiative and self-expression, but also that these pupils are actually taking advantage of these opportunities with marked success. Let it be understood from the outset that it is not the primary object to develop professional writers. The purpose is to give pupils the opportunity to exercise their original, inventive, creative powers. With this purpose in view, our teachers encourage all sorts of effort no matter how simple, provided it is decidedly evident that it is genuine. By the use of such liberal methods it has been found that the range of productive ability of high school pupils is far greater than has generally been believed. That this creative power when once liberated can be used in many fields of endeavor is advocated by many of the leading psychologists of the country.

It must not be assumed that the fundamental teachings are neglected for the sake of this original work. Our teachers cover the required work in the course of study in English and literature, including plenty of drill exercises so that there will be mastery of the essentially mechanical phases of the work and training in analysis in order that there may be power to construct and refine the means of conveying thought. Instead, however, of emphasizing tedious reviews which are so deadening to creative work, teachers are permitted and encouraged to organize original creative work. No hard and fast rules are laid down for this, although it is preferably an outgrowth of some phase of the term's work. As it has worked out, it has proved a marked stimulus to both teachers and pupils. Attention may thus be given to motivation of the work and the thought to be conveyed.

The Mount Vernon schools offer unusually favorable environments or settings for original creative work in literature. In all the junior and senior high school buildings there are large attractive literature rooms containing books, pictures, and bulletin boards. These rooms are in constant use either for individual or group training. Often the literature teachers grant to the class the whole period to read freely any book or magazine, the purpose being to encourage pupils to read for pleasure the best forms of literature. No formal reports or discussions are required at the close, thus giving the readers unlimited freedom. It is interesting to note that discussions of lively type do follow although not required. The books and magazines are, of course, suitable to the grade or class. By carefully checking the books most frequently read and enjoyed, the teachers often formally adopt such books as part of the assigned readings for classes which follow. This shows the tendency to depart from the old iron-bound course of study. It is a stimulus to the teacher as well as to the pupil. It may also be stated at this point that teachers require regularly pupils to read assigned books both extensively as well as intensively. This, of course, increases their vocabulary, enables them to become familiar with the best English forms, builds up a store

of valuable information for future use, and inculcates the ability to judge character, an attribute of inestimable value.

In addition to attractive and comfortable physical surroundings, Mount Vernon schools offer unlimited opportunities for pupils to have their literary efforts in prose and poetry set forth in print. The various publications in the junior high schools are always full of short, pithy original creative sketches composed by the pupils themselves. The monthly and annual publications of the senior high schools stand out conspicuously among the best of the country. The strictly literary production of the Academic High School, "The Oracle," published every three months, is so unique in its original subject matter and so beautifully expressed in form that many people have paid high tribute in vigorous language to its editors. Praise, however, should also be given to the teachers of the classroom who have so perfected their technique which makes it possible for all pupils to contribute their part in making the magazine a success. To have a message for a world of thinking people set forth in a printed magazine appeals so strongly to young people that in increasing number they are making contribution, striving to do their best and present work creditable to themselves and to the school. Intense motivation is, therefore, primarily a factor in producing original ideas and lofty sentiments in well constructed and acceptable forms.

In general, Mount Vernon teachers in English are unusually sympathetic in their attitude toward pupils doing creative work, and are very delicate in their criticism of such productions, thereby securing generous and courageous responses. They recognize that such work comes entirely from within and therefore cannot be measured by ordinary standards. In other words, our teachers act as guides to a large group of pupils who are striving to liberate important native powers.

These abstract principles are forcefully told concretely by one of our teachers who has been very successful in inspiring pupils to write poetry. Her report reads thus: "A glorious spring day without—a seventh-period Freshman English class within—twelve minutes left before the 3 o'clock bell. The group were challenged to use those twelve minutes writing verse to express their feelings concerning Spring. Teacher, too, indulged in the fun. So interesting were some of the results of that spontaneous expression that the yellow manuscripts of the original were collected by the teacher.

"A whole year passed. Another spring found most of the same group assembled in a second year English class. One day much to the surprise of the group, the teacher produced the yellow manuscripts of the previous year. The reading of these produced not only much amusement but a desire on the part of the group to try again. This time they were allowed several days to compose original poems on 'Spring.' There was no expectation that whole poems would be perfect poetry. They did think, however, that if a few lines or even one line could be produced that would rank with a Tennyson, a Browning, a Lowell—the achievement would be worth while. It was interesting to note the spirit of sympathetic interest and criticism on the part of the group when the poems were read aloud. Not only did the pupils comment upon the rhyme and the rhythm, but on the unusual figures of speech, effectively worded lines and the pictures produced by careful wording. A few selections of the efforts follow:—

SPRING.

A little sun, a little rain,
A soft breeze blowing o'er the western plain;
And the butterfly page of the Queen of Spring
Tells of the joy that his queen will bring.

A violet peeping from under the leaves,
And the soft, low murmur of the singing breeze;
Or Columbines all in purple dressed
Bending over the ground bird's nest,
Bring to us all the message of Spring
That makes the whole earth with gladness ring.

—Kathryn Baxter, English II.

Again we hear that mellow song of swallow,
Again we see that clear, blue sky,
Again the grass peeps up in hollows,
Again we know that Spring is nigh.

The birds, the flowers and the trinking brooks
Seem far more interesting than all our books.
The violets, the blossoms and even the green
Are Nature's own way of painting the scene.

—Dorothy Rouda, English II.

Hello, Springtime, and how dee do!
I've been waiting a long time for you.
For you're the season of game and flowers,
Healthy breezes and refreshing showers;
And the laughter of children fills the air
As they joyously skip without a care.
Their melodious voices seem to say:
"Hello, Spring, I hope you've come to stay."

Arnold Gribari, English II.

VIOLETS.

Away below everything, near to the ground,
Hidden from everyone roaming around,
I noticed a little violet blue,
And I wondered what joy 't would bring to you.

Maybe you'd like it ever so much
To add to your frock that sweet little touch;
To scatter its perfume everywhere
In winter, when violets are so rare.

Perhaps you'd love its dear little face
To peep over the edge of a miniature vase,
When you're sick in bed and you'd love some flowers
Just to brighten the day and its many long hours.

Or perhaps you'd just love to hunt and to roam
And find it yourself and take it home
To see what happiness it would bring,
That first little flower of Spring.

—Dorothy Manning.

"A screen in the front of the room was known as the 'Poets' Corner.' Here pupils pinned voluntary contributions in the way of original poetry. Great interest centred about this corner. Even pupils not in the class concerned asked if they might display lines of verse that they had been inspired to write. Just a few of those found in that corner follow:—

"WHEN YOU WALK"

When you walk, it seems as though
Your little feet scarce touch the ground;
Like birds that flutter through the snow,
Yet make no sound.
Your footsteps tread, but do not mar
The Virgin beauty of earth's breast;
It is, indeed, as if a star
Dropped there to rest.

—M. Florence Herbert.

THINGS

It's the "No, I can't be bothered" things,
The "Oh, it's too much trouble" things,
The unfriendly, vain and selfish things,
That darken many a life.

It's the "Won't you let me help you" things,
The "Let me do that for you" things,
The friendly, kind and cheerful things,
That make life worth the strife.

It's the "Oh, it's simply nothing" things,
The "Done and then forgotten" things,
The jolly, joking, happy things,
That make our pathway bright.

Do your lips send forth the selfish things,
Or the friendly, kind and cheerful things,
The jolly, joking, happy things,
That make our struggle light?

—Florence McAuliffe, English III.

"At the close of the school year the graduating class of the Academic High School gave an exceptionally strong spectacular original pageant in celebration of the one-hundred-fiftieth anniversary of the adoption of the Declaration of Independence. The prologue, written by Gerard P. Meyer, and the epilogue, written by Hadassah Quat, speak untold volumes in behalf of the effectiveness of the English department in liberating latent talent of pupils. No credit is taken for the unusual native powers manifested by these young people, but large credit may justly be taken for setting this talent free. Since the poems are quite long, only a few verses will be quoted:—

PROLOGUE

By Gerard P. Meyer.

Up through the centuries a figure goes,
Up on the never-ending path of Time,
So tall the clouds are wreaths around her head
And with each step the figure grows,
Becoming the more majestic and sublime,
And leaves enduring footprints 'neath her tread.

A second does the vision look behind;
A second in eternity, no more;
Along the vista of the past she peers
And watches where its windings are defined;
A second halts to view what went before,
Adown the pathway of the long-passed years.

Thirteen verses are omitted. The last one follows:—

The vision's gaze has reached her place at last,
And now attained the pinnacle where she stands—
The foremost nation of the world today.
She bears her dearest heritage from the past,
The blazing torch of freedom, in her hands.
Oh, may America hold it high for aye!

EPILOGUE.

By Hadassah Quat.

Backed by the wealth of centuries, America stands
Upon the peak, a stately figure framed
Against the lighted sky; in majesty
Her arms stretched toward the fast-revealing mists;
Her eyes along the far horizon peering.

Three verses are omitted. The last one follows:—

And whilst she gazes, the curtain of the Future
Lifts and reveals to her, her destiny.
And America is glad, for now she sees
That through this path of industry and honor
The souls of her people will some day wing so high
That they will catch the gleam of that Greater Power,
And down through the eons of Time, with high hopes
And an abiding faith in one another,
Bring understanding and eternal peace
Into the hearts of men.

The old is at bottom a habit; the new an adventure. And habit is so much more safe and comfortable to most of us most of the time than adventure! The new attracts attention and comment by reason of its freshness. The old, by reason of its familiarity, is commonly merely taken for granted. Nevertheless, since almost all things are as they are because they have been as they have been, their secret lies in the past. Notwithstanding our sprightly criticisms, we are far more old-fashioned than we realize. Old habits of thought yield very reluctantly to new. Ancient ways of thought and action become terrible nuisances long before they can be discarded.

—James Harvey Robinson.

Angelo Patri

By WILLIAM McANDREW

Introduction to "The Problems of Childhood" by Angelo Patri

[For many years Schoolmasters Angelo Patri and William McAndrew worked together in the public schools of New York City. What the older man thinks of the younger is here set down.]

ALL of us school folks and thousands of others know Angelo; some of us have talked with him, more of us have read him in books and in periodicals.

Like Robert Louis and 'Gene and Myra, those others who have written of and for children, he wins the affection that uses one's first name. For he is a "familiar" poet, mostly lyrical, sometimes really epic, didactic delightfully, rich in sentiment without slopping over, able to depict children without being childish. Progressive, confident, observant, human, a practical psychologist, he turns his science into conversation with grace and charm, displaying a combination of artistry, affection, understanding, and common sense. His popularity is based on the fundamental fact that children are inevitably interesting. There is no more universal truth than that. Be you man or woman, unless there is some derangement afflicting you, it is certain that you have affection, concern, and delight in children. "The proper study of mankind is man," said the very quotable poet. "The fascinating study is children," says Angelo.

So you have here a volume of engaging essays on making the most of children. If it were entitled a treatise on teaching you might not want to read it. For bad luck has put upon what is naturally the most fascinating of all occupations the suspicion of dullness. But this series, perused by those who are obligated to care for children, will coax us away from traditional stupidities and will set before us the enjoyment that is the lot of the master gardener whose business it is to see that his plants grow to their full perfection. Angelo has no complacent acceptance of things as they are. He rejects long-standing usages. But he does not quarrel. Read him on "prizes," on "thinking hard," and on "thinking productively." Doesn't he move you to say: "That's so. I wonder why I didn't think of that before"?

He is not of those who would attempt the futile though not uncommon business of telling the public that we teachers are so conscientious and so hard-worked that we should never be criticized. Nor does he go into that other well-known operation of scornful correction of our mistakes. He does, by instance, by story, and by reasonable discussion, allure to brighter fields and lead the way. Teachers will, of course, find here a satisfaction and a solace. Every other whom you can start a-reading these discourses will come through a better citizen in that he will have more understanding of the amazing complexities of the teacher's task. Every reader will have high admiration for these makers of tomorrow. Find a place where ministers and teachers are respected; it stands high among the cities. If I were the moving spirit of parent-teachers' associations, I would form a class in each town to make this book the basis of a season's study and discussion. It is full of nutriment, appetizingly served.

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George Washington in Private Life

By MRS. HENRY CLAY HALL

Pasadena, California

WHEN Darwin, a generation ago, set the world thinking about facts and truth and created a desire for them, this same desire for facts began to creep into the writing of biography. In this age dominated by science and sociology, it would seem, then, that writers became eager that the individual worth of human personality should not be ignored or slighted. The continued interest in the study of biography brought forth with increasing realization the powerful effect on history of certain individuals. As the world manifests itself through individuals there can be no life history so thrilling as that of a real person, and the heroes of history are so much more incredible in the facts of their lives than any hero of fiction could possibly be. The secret of its delightfulness lies in the fact that it has changed from the art of eulogy to the science of analysis. The earliest biographer was a moralist, and considered his hero a paragon, an abstract virtue, an incredible soul, and so pictured him to his readers. He removed the hero outside of our lives and built a fence around him and effected no kinship with humanity. The new biographer is interested in the subjective life of his hero; his essential subject is the soul of the man, and he seeks first of all to convey personality. The skill manifested in this modern method is so marked that it has made biography the most alluring of all reading and threatens to rival the reign of the popularity of the novel. Without destroying some of our long cherished idols among the great men of the past, we are fascinated with this realistic method which respects the truth whether pleasing or ugly. Ultimate truth is powerful, and good is stronger than evil. It is only fair, however, to judge a man by his strength and not by his weakness, but the manifestation of human frailties in a strong leader only places him in kinship with the average reader. All that is best in our hero worship will surely survive even when we learn that our heroes, like us, are human.

In our comparatively short life as a nation we are supremely fortunate to possess heroes who are numbered among the outstanding leaders since the history of the world began. Our own history is drawn like an ellipse around the faces of two characters who believed and stood for principles eminently worth while and endlessly wholesome to remember. No nation ever had a better birth, for Washington was her father, and a host of others whose names will never die stood sponsors with him at her baptism.

Yet there are many intelligent people who have only a vague idea of the Washington whom they admire. We know his deeds and his wisdom as statesman and President; but it is not military triumphs alone that have given him such a place in the affections, the respect and the imagination of his fellowmen throughout the world. Because of the strange petrifying process of his first biographers, who held him up a frozen image, rigid with concealed virtues, ungenial, unreal, the result has been to make him "The Stone Image of American History." A serious injustice is done, not only to the rising generation but to the man himself, by thus erroneously picturing him as more than human, faultless in character and action from childhood to old age. As a man, he is still unfamiliar to the posterity that reverences his memory. The real man has been so overlaid with myths and traditions and so distorted by misleading criticisms that he has been well nigh lost. When we cease to regard him as a demigod and begin to love him as a man, a study of his character will produce an inspiration of value. How much more greatly we should honor him to the nation's greatest profit if not only his birthday but every suitable occasion were dedicated to the diffusion of a general understanding of the real sense in which he was the Father of his Country.

With a strong sense of gratitude toward the advances biography is making in that previously untilled field of humaness, we can now learn and appreciate the true significance of George Washington, the Man. Fortunately he needs no embellishment from his biographers, his first ones or his later ones. His manuscripts in the Library of Congress, alone, the greatest repository of his papers, is the largest collection in the world from one person. It contains about 18,000 papers in his own handwriting, copies or drafts in the handwriting of his secretaries. No one, not even Franklin or Jefferson, excelled him in setting down those intimate touches which breathed his spirit. Using the modern realistic method of scientific analysis in studying these documents, together with a sufficient amount of sympathy possessed by the most successful writers in this line, we may

allow him to speak for himself, and most eloquently. We find, after all these years, his fame is secure, and can neither be strengthened by defence nor weakened by attack. The more perfectly we bring before ourselves the environment and the man himself, the more fervently will we thank God for George Washington. We are today the nation we are because George Washington was the man he was. The monument erected to commemorate his character and his vision is more enduring than marble or granite. It is a living, pulsating creation covering nearly half a continent, the Republic of the United States of America. This Republic is the incarnation of his virtue, honor, truthfulness and his faith in human nature as well as in God. Great was the brain that conceived that ideal and great was the courage and ability and character of the man who laid the foundation of this citadel of human liberty. If the hope of democracy lies in the treatment and recognition of leaders who are superior to the rank and file of mankind and in the training of such leaders, it is well for us to pause and ask ourselves if we honor our parentage and appreciate our inheritance. For the sake of the country he loved, he suffered innumerable hardships, was stung by ingratitude, and hurt by slander, but he stood firm in his loyalty, and was faithful to the end.

After all has been said and carefully considered, the home is the vital force in the making of character. Every boy in the land today as well as two hundred years ago is an accurate reflection of the home from which he came. A real home is by all odds a growing boy's greatest asset—more significant to his future than school or church or community interest. Those who wish to associate Washington with the grandeurs of stately living in his youth will be disappointed by a glimpse of the modest dwelling where he spent his boyhood years. And the principles which he applied to a nation were those simple and elementary truths which his mother imprinted on his mind in the formative years of his life in this simple home.

In his own day—alive—he was a magnetic human being, passionate, resourceful; a rugged personality, lovable and greatly loved. He was essentially a countryman ingrained with the instincts and tastes of a planter, and he was educated by practical affairs. He loved the management of his estate as a politician loves to control a convention. He was a devoted son, husband and father; a loyal and faithful friend; a patriotic and dutiful neighbor and citizen. It was the splendid triumph of his character that will always assure for him the veneration of mankind; a strength of character firm as a rock which no storm could shake or dislodge.

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Smile, once in a while,
'Twill make your heart seem lighter;
Smile, once in a while,
'Twill make your pathway brighter.
Life's a mirror; if we smile
Smiles come back to greet us;
If we're frowning all the while,
Frowns forever meet us.

—Nixon Waterman.

Personal and Professional

L. L. CALDWELL, superintendent, Hammond, Indiana, issued a bulletin of exceptional interest in May of a list of books with brief descriptions of each, with the suggestion that teachers will find good reading for vacation. This bulletin lists nineteen books. In using the bulletin, Mr. Caldwell says: "Summer reading is important. In the busy hours of the school year there is little time for thoughtful, creative reading. It requires effort and abundant reserves of strength to carry on idea-creating and thought-producing reading under the stress of work in the classroom. We need to explore the fields of education and general culture in the comparative quiet and ease of summer periods to read for creative ideas and inspiration. Such reading should not be pursued as a task or as work but rather in the spirit and enthusiasm of fellowship with keen minds. Companionship with great writers through their books, which are the truest expressions of their souls, lifts one from the commonplace to the world of ideals. It fires one with the desire and the will to see more, to feel more, to do more, to be more, to be creators."

HUGH C. PRYOR, director of Teacher Training, and head of Department of Education, State Teachers College, Aberdeen, South Dakota, is in large measure responsible for the scientific spirit and equipment of the graduates of the State College at Aberdeen. He has exceptional opportunities to try out his philosophy, as he has the full direction of the work in a large elementary city school, and is also associated with Mr. Sipple in the supervision of one of the most complete systems of expert rural school management in the country. He has prepared elaborate professional "Outlines of Graded Units in Classroom Management" and "Outlines for Types of Teaching," which have been thoroughly tried out and winnowed until results are assured in their use.

DR. IRA M. ALLEN steps over from an assistant professorship in Chicago University to the superintendency in Highland Park, Mich., the Detroit suburb in which is located Henry Ford's big factory. Dr. Allen succeeds T. J. Knapp, who has been granted a three-years' leave of absence. Strongly backed by Judd of Chicago and Strayer of Columbia, Dr. Allen brings to his new duties not only theory but practical experience as well. He was head of the public schools in Springfield, Ill., for six years, evincing constructive ability along several advanced lines. Supervised study is one of his best contributions.

MRS. HENRY CLAY HALL, Pasadena, whose article is in this issue of the Journal of Education, has made an exhaustive study of George Washington, the man, revealing his natural and human character as he lived in private life in his household, as son, husband, and father; in his community as neighbor and citizen. In analyzing the genuine personality of the man, she has found the reason for his steadfast hold upon the veneration, not only of his own countrymen but of his fellowmen throughout the world. She has found the study fascinating and one producing an inspiration of value, especially to the young students of our history who should be intimately acquainted with the exposed facts she has assembled. With untiring industry Mrs. Hall has arranged her information into instructive lectures, new, timely, fascinating, authoritative, and some of them fully illustrated by unusual lantern slides. Not alone of value to the youthful students of our nation's history, they are of manifest worth to a large number of intelligent people of mature years who have only a vague idea of the Washington they admire.

Mrs. Hall would be pleased to hear from any organization, educational, patriotic, civic, religious, or any individual who is interested in hearing and seeing these subjects. Address: 225 South El Molino, Pasadena, California.

HARRY E. WINNER, principal of South Hills High School, Pittsburgh, Pennsylvania, is demonstrating all sorts of educationally progressive enterprise. The graduating exercise of the high school this year was an attractive and illuminating presentation of the work of the high school by the senior class; the purpose was to make clear to the patrons of the school that school zeal means what it says artistically—leadership-service in school and community. In recognition of the skilful leadership of Principal Winner a testimonial dinner was given in recognition of his thirty years of service in the schools of Pennsylvania, the last twenty years of which have been in Pittsburgh. The real occasion for this testimonial dinner was the fact that Grove City College had recognized the scholarly ability of Principal Winner by honoring him with a doctorate of laws. In every way this was one of the professional events of the city this season.

GEORGE E. HUME, Los Angeles banker, in providing for Pomona College, California, in his will said he did it because he felt that the whole of his career had been influenced by the training he had received at that educational institution.

Interesting and Important Biography

["Fifty Years at the Teachers College." By David Sands Wright, senior professor, Iowa State Teachers College, Cedar Falls, Iowa. Illustrated Souvenir Edition, 1876-1926. Published by Iowa State Teachers College, Cedar Falls, Iowa.]

IOWA State Teachers College is recognized the country over as one of the noblest of state teacher training institutions in America, and its president, Homer H. Seerley, is universally appreciated as the "noblest Roman" of all living leaders in State Normal School activities, but it has not been generally known that on his faculty for the past forty years has been a man who has been on the faculty since the school was opened in 1876, David Sands Wright, one of the three members of the first faculty. It is not probable that any other man, in physical, mental, and professional vigor, is serving his fiftieth year on a faculty of which he was one of three members when the institution was created, and this in the largest state teacher training institution in the New World.

It should also be said that it is a highly interesting account of the creation and evolution of this remarkable Teachers College.

Thomas Y. Crowell

[A Biographical Sketch, Thomas Y. Crowell Company, New York.]

THE biographies of literary men and women of New York and New England have a charm that increases in interest as the years go by. While the young people sometimes fail to appreciate the writers who made American literature, there is an important group of persons who appreciate the publishers who appreciated and promoted the reputations of the men and women of those significant days.

Thomas Y. Crowell, whose biography celebrates the fiftieth anniversary of the establishment of his business, was one of the creators of the literary prominence of the group of writers who came upon the scene when Howells, Aldrich, and their associate successors, Whittier, Longfellow, Holmes, Lowell, were enjoying the fruits of profitable appreciation. This biography tells of the life of Cape Cod seventy years ago, and of Boston fifty years ago most refreshingly.

Mr. Crowell was as distinctly a creator of a literary atmosphere, though an entirely different atmosphere, as were James T. Fields, D. Appleton, E. P. Dutton, and their associates, and the service which he rendered has never been revealed as it is in this delightful reference to his boyhood and youth, to his business experience in New York and New England.

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Education in Mississippi

By A. E. WINSHIP

M. V. O'SHEA of the University of Wisconsin, with the co-operation of State Superintendent W. F. Bond and eight prominent college and university and Teacher College deans and professors, has made an elaborate study of the public education system of Mississippi, which has been published in a bulletin of 362 pages. The survey credits in every possible way the effort to improve the equipment and recognizes an earnest purpose on the part of educational leaders to provide everything for schools which can advance the state through children and youth industrially, socially and civically. The director and his co-workers are frank where frankness is most needed. We quote a sample of the frankness:—

"A questionnaire was put into the hands of a large number of white teachers, from whom two hundred twenty-nine responses were received. These have been examined by four different persons who are accustomed to score the work of teachers; and the data derived from the answers to each question in the questionnaire were tabulated, and then the general merit of each questionnaire was estimated by each examiner. The answers were scored in respect to grammatical accuracy, facility in expression, and the correctness, definiteness, and adequacy of the content of each answer.

"All those who examined the responses are in agreement regarding their merit in respect to the quality of the English employed, and the clearness, definiteness, and adequacy of the content. Two hundred and five of the responses were scored as very poor in English; the ordinary rules of punctuation, spelling, arrangement, and grammatical accuracy were violated, and in most instances almost completely disregarded. The English in these responses could hardly be considered to be up to the standard expected of a typical seventh grade pupil. At least two out of every three responses were indefinite and ambiguous, and were very inadequate in treatment of most of the questions. The poor rating of all but a few of the responses is undoubtedly due to quite superficial training in elementary and high schools and even in college. A considerable proportion of those who responded to the questionnaires were college graduates. Some of the papers that scored the lowest on every point were written by high school teachers. In most of the responses the statement is made that English should be stressed in the schools; but how can teachers who cannot use the English language at all well themselves teach pupils to write correct, orderly, graceful English? It is significant that some of the poorest English was written by teachers who had spent much time in high schools and colleges in studying foreign language—perhaps in the belief that such study would enable them to speak and write the native tongue more accurately and gracefully. It may be added in passing that the English employed in the catalogues of the state educational institutions that have been examined is somewhat below the standard that is usually found in such documents. The conclusion is forced upon the Study Staff that in Mississippi the effective use of every-day English is seriously neglected, though much time is spent in secondary schools and colleges in the effort to learn foreign tongues.

"The question which was answered most fully concerned the educational books which had exerted chief influence in shaping the educational ideals of the teachers. The titles of many of the books mentioned were inaccurate, the authors' names were misspelled, and the authorship of many of the books was not given correctly.

"One of the topics in the questionnaires concerned the aims or objectives which are guiding teachers in their work. Out of the two hundred twenty-nine responses examined, only fifteen stated any clear, concrete objectives. Two phrases appear most frequently: 'I am trying to make good citizens out of my pupils' and 'I think the school should aim to make good men and women out of boys and girls.' On the whole, the aims and objectives are stated in such an indefinite and abstract way that it has been impossible for those who scored the answers to determine what is meant. It is apparent that most of the teachers who wrote on this topic had no definite, concrete objectives as a guide in their teaching.

"The four persons who scored the questionnaires have reached the same conclusion, namely, that the teachers who responded are as a whole poorly equipped alike on the academic and on the professional side. Apparently their training from start to finish has not been thoroughgoing—has not developed accuracy and capability in regard to the use of anything, even that most elementary and most stressed subject in the school, every-day English."

"Ah, but a man's reach should exceed his grasp,
Or what's heaven for?"

—Robert Browning.

EDUCATION IN ACTION

American-Trained College Girl Princess of Sulu

An American-trained girl, graduate of the University of Illinois, is the heir-apparent of the Sultan of Sulu. The Sultan adopted the brilliant Princess Tarhata. She is teaching school in Jolo, capital of the Sulu Archipelago—an island empire under the American flag. She is enthusiastic about education, American style, for the native girls. Through teachers' camp meetings and personal contact she is spreading among her home people the culture that she carried away from her foreign alma mater. The Sultan of Sulu has adopted American ways and clothes. Though Princess Tarhata dressed in American college girl fashion at Urbana, Ill., for four years, and shared in all the college customs of the co-eds there, she now wears the flowing native garb.

French Student Compares Deputy's and Savant's Pay

Members of the French Chamber of Deputies recently voted themselves an increase in salaries, from 27,000 francs to 45,000 francs, and now a university student is comparing this emolument with that paid to educators. "I wonder," says the student, "how far the general public is aware that the most celebrated masters of our faculties—professors who have reached the highest positions after years of study and work in science and letters—receive a salary of 37,000 francs and, unlike members of the Chamber, do not escape the income tax?" The highest paid university professor, at the present rate of exchange, gets less than $1,000 a year, while the salary of the Deputy has moved up from $710 to nearly $1,200.

Husbands Do Kitchen Duty

At the recent convention of the International Federation of University Women at Amsterdam, Mrs. Lillian M. Gilbreth, of Montclair, N. J., who is the mother of eleven children and at the same time president of a corporation of industrial engineers, advocated kitchen duty for husbands. Her opinions astonished many of the European delegates who are not used to having their husbands' help in household duties. Until husbands are able and willing to give a hand in the kitchen and nursery as skilfully as their American wives are able to participate in business, Mrs. Gilbreth thinks, a 50-50 combination of home and career is impossible for women.

Spain to Reform Schools

As a result of an extensive investigation of the educational system in Spain, the government is understood to have decided to adopt American methods with regard to the establishment of public schools. Special efforts will be made to improve secondary, university and preparatory teaching. The universities themselves will also be reformed, as it has been decided to create student social communities similar to the American.

Reading University Offers Dairy Degree

The degree of bachelor of science in dairying, believed to be the only one of the kind in the British Empire, has been established in England's youngest university in the City of Reading. Reading is the centre of a big dairying industry and there the British Dairy Institute was organized forty years ago to conduct researches in order to put British dairying on a scientific basis equal to that of the famous European dairy countries.

Facial School for Stage Aspirants

A school of facial expression will soon join the scores of other training activities for the stage. A little theatre will be established for Emil Boreo, a Russian comedian, who plans to conduct the school in connection with his experimental stage. He believes that American actors rely too much upon the spoken word and gestures, subordinating the facial expression.

Uncertainty Exists in Elementary Teaching

What, exactly, should be taught in the elementary school, and what is the best method for teaching what is taught? Certainty is lacking in many cases on these two vital questions of elementary education, according to Miss Annie Reynolds, assistant specialist in rural education of the Bureau of Education, who has just completed a survey of courses of study in selected states. "At the present time no one is certain, in many cases," she declared, "of what should be taught in the elementary school, nor how best to teach what is taught; but considerable progress along both these lines has been made and teachers should be able to find this progress recorded in their state courses of study." Courses for rural teachers, she further stated, should improve rapidly as soon as such teachers become a more homogeneous group, as a result of certification laws requiring of all teachers professional preparation for their work.

Offer Trip Abroad To Girl Orator

Mrs. Franklin D. Roosevelt, chairman of the women's division of the New York Democratic State Committee, has announced that the division will begin a state-wide oratorical contest for all persons under twenty-one. The prize is a trip to Europe, with all expenses paid, or a scholarship in any New York State college or university, with an alternative of the cash value of these prizes. The only restriction is that the contestant must be a member of one of the women's division junior Democratic clubs. Preliminary contests will be held by counties during October and November and the winners will compete by judicial districts some time before March of next year. The nine successful competitors from the judicial districts will meet in New York City for final competition at a date to be announced.

Porto Rico University Aided

By action of the board of trustees of the University of Porto Rico, Boston University has been asked to assist in the organization in Porto Rico of a college of business administration, of which Dean Everett W. Lord of Boston University will act as director. A plan providing for a free transfer of students from Boston to Porto Rico and from Porto Rico to Boston, and for a similar transfer of members of the instructing staff, is an important feature of this affiliation. Dean Lord has spent several weeks in Porto Rico completing plans for the inauguration of the college in September.

Evolution Again Affects Schoolbooks

Mississippi has followed Texas in requiring publishers to delete all references to the theory of evolution from school textbooks.

Ministers Attend Business School

The Chicago Theological Seminary is launching a new course for ministers at the University of Chicago, on business administration of churches. This course is designed to train the minister for the executive work of his parish. A great deal of discussion has arisen as to whether or not a minister can become a successful business administrator, without losing his prophetic vision. Among the subjects to be covered in the seminary's business course are the minister's correspondence, files, and records; his office work and equipment; financial campaigns; the organization of the church; schedule of time; relationship to outside organizations, fraternities, politics, and the like; advertising and publicity; building a new church.

Milk-Fed Schoolboys Best, Say British M. D.'s

The British Medical Research Council recently completed a unique survey among schoolboys. For four years a group of boys were housed in special cottages in a village near London and fed under the strictest control. The boys who received the ordinary meals grew on an average 1.84 inches and increased in weight 3.85 pounds a year. Those who received a pint of milk daily grew 2.63 inches and increased in weight 6.98 pounds. The milk-fed boys were the liveliest in tone and spirit and got into the most mischief. They did not, however, do any better work in school. All the boys took a great interest in the test and with exemplary self-control abstained from candy and cakes and the other delights of the corner grocery.

Few College Men Seek Teaching Job

The Citizens' Committee on Teachers' Salaries of New York City recently asked several leading universities about the number of men college graduates who enter the teaching profession. The consensus of these institutions revealed that less than ten per cent. of their men graduates made teaching their life work. The opinion was expressed that business and industrial positions are more attractive to most of the men college graduates.

Rumanians Come To Study America

A group of twenty-eight Rumanian men and women, including college professors, students and two former ministers of state, have arrived in the United States as guests of the Carnegie Endowment for International Peace to study American institutions and civilization. Professor Nicolae Serban, of the University of Bucharest, in a letter to Professor John L. Gerig, executive officer of the department of Romance languages at Columbia, and chairman of the reception committee, said in part: "We shall try to introduce into our country all the beautiful things that we see in the United States. We shall also invite the professors and students of Columbia University to visit Rumania. It is interesting to note that while we shall be in the United States, representatives of American universities will be in Rumania for the same purpose of friendship between the two peoples."

Likely to Reopen Term Minus President

Owing to marked difference of opinion regarding the type of man qualified to be president, the majority of trustees taking one stand and the faculty, student body and alumni another, indications are that Lincoln University in Chester County, Pennsylvania, devoted to the higher education of Negroes, will open its third consecutive scholastic year without an administrative head. Within twenty-four months three presidents have been chosen by the Board of Trustees, each of whom deemed it advisable to decline with thanks the honor bestowed on him, so great was the outcry by the opposition to his selection. Hence, the present impasse.

Teach Telephoning, Is Kenworthy Plea

Because a woman recently smashed a telephone on account of her inability to get a number, Lieutenant Commander J. M. Kenworthy, M. P., proposes that children be given weekly lessons in the public schools on the proper use of the telephone and thus avoid happenings of similar nature in the future. "Such knowledge would be of more use than nine-tenths of the stuff taught to them now," he declared. "As we aproach the age of wireless telephones this knowledge becomes yearly of more importance."

Lectures at Four Cents Impart French Culture

It is possible to attend a lecture at the Sorbonne University for one franc, thirty-three centimes, or about four cents. The lecture would be delivered by professors bearing the most famous names in contemporary French science, art, history and literature. This is what it cost those attending the summer vacation courses held especially to give foreigners an acquaintance with French culture. These courses, which are attended mostly by teachers of foreign universities, are growing more popular every year. There were over 500 enrolled this year, as compared with 360 in 1925. The list includes a large number of Germans as well as many Americans.

Social Research School to Re-open

The new school for Social Research in New York City will commence its eighth year on October 4. The curriculum will range from the movies to international banking, insurance, psychoanalysis, vocational guidance and adult teacher training, according to Alvin Johnson, director. This school was founded in 1919, its object being to provide persons of mature intelligence with facilities for instruction and research in the vital problems of contemporary life. About 10,000 students have enrolled during the seven years since the school was founded. No scholastic requirements are necessary and no examinations need to be taken to enter the new school.

There are 1,650,000 members of golf clubs in the 3,954 golf clubs of the United States. More than 570,000 acres of land are owned by these clubs and more than $700,000,000 are invested in these clubs. More than $10,000,000 was paid for golf balls and more than $10,000,000 in golf clubs.

BOSTON PUBLIC SCHOOLS: The school term will begin on Tuesday, September 14, 1926. Teachers and members of the supervising staff are required to report for duty on Monday, September 13, 1926.

Examinations for admission to the Latin and day high schools will be held as follows:—

LATIN SCHOOLS: (For admission to the six-year course): On Monday, September 13, at 9 o'clock, A. M. Boys will be examined at the Public Latin School-house, on Avenue Louis Pasteur; girls, at the Girls' Latin Schoolhouse, on Huntington avenue, near Longwood avenue.

Candidates are required to pass an examination equivalent to that required for admission to the seventh grade of the elementary schools. The subjects of examination will be English (including Reading, Literature and Spelling); Arithmetic; Geography; and History and Civics.

For admission to the four-year course:

Candidates for admission to the four-year course in the Public Latin or Girls' Latin Schools will be examined **only** on September 17, at the place and in the subjects indicated under High Schools, below:—

HIGH SCHOOLS: On Friday, September 17, 1926, at 9 o'clock, A. M. Boys and girls will be examined at The Teachers College, on Huntington avenue, near Longwood avenue. The subjects of examination will be: English Language; including Reading, Writing and Spelling, Grammar and Composition; History and Civil Government of the United States; Geography; Arithmetic; Clerical Practice; Introductory Science; French; Spanish, and Italian.

For further particulars apply to the undersigned.

JOEL HATHEWAY,
Chief Examiner.
15 Beacon Street, Boston, Mass.

TREND OF THE TIMES

Germany Now Third in Trade

Germany, although defeated and almost bankrupt in the World War, today stands third among the leading nations of the world in foreign trade, according to the United States department of commerce. A comparative analysis of international trade statistics by the department shows that Germany, since the war, rapidly has been regaining her former position in the commercial world. She already has surpassed France and now stands next to the United States in foreign trade. The United Kingdom leads. In 1925 the United Kingdom had a total trade valued at $10,867,000,000; the United States, $9,136,000,000, and Germany, $5,052,000,000.

Country Generally Is Working

The Department of Labor in making public its July industrial survey expressed the opinion that the country as a whole is on a "fairly satisfactory employment basis." Seasonal slackening and the vacation period were held largely responsible for decreased employment and industrial activity. The boot and shoe industry, particularly in New England, continued operations on part-time schedules, with indications of increasing employment within thirty days, but the textiles situation showed little improvement.

General Strike Broke Most of British Unions

Nearly every trade union in Great Britain is bankrupt in consequence of the recent general strike, according to J. Havelock Wilson, president of the British Seamen's Union. Hundreds of thousands of men, he added, had declared they would pay no more money to their unions.

Congress Has Many Unspoken Speeches

Although Congress adjourned on July 3, the talking continued until July 16, according to the Congressional Record, and the printing of speeches listed as "extension of remarks" has cost the government $18,697, yet not one word of all that was printed was ever spoken from the floor of the House of Representatives. Many of the "phantom" speeches were of a political nature and frankly intended to let the country know just how deep the obligation of the voters is to the Republicans or Democrats, according to who was responsible for the unspoken speech. The cost of handling the thousands of copies in the mails, or the franking of the "speeches," when sent out in pamphlet or circular form is not included. That would add more thousands, if it were available for publication, to the grand total.

Albert Will Sell Palace, Give Belgium Proceeds

Reports from Brussels state that King Albert has offered for sale the Royal Palace at Ostend. This is another sacrifice of the King to aid his country in its fight to restore financial stability. The entire proceeds of the sale will be added to the nation's treasury. It is expected several million francs will be realized in this way. A new chateau for the royal family will be built at Lombartzyde, but with much more modest equipment. For some time the King and Queen have been eating plain rice bread, which their subjects are required to eat as an economy measure.

Man Now Works Less In Producing More

Although the volume of manufacturing output from 1921 to 1925 increased about sixty-two per cent., employment during the same period increased only 14.28 per cent., according to the National Industrial Conference Board. The great saving in the amount of human energy necessary to turn out a given quantity of manufacturing production bids fair to be the most significant industrial economic development of the twentieth century, the Conference Board states.

Will Adopt 24-Hour Clock

Beginning next May Germany will follow the lead of a number of other European countries in officially counting the hours from one o'clock in the morning to twenty-four o'clock at night. It is claimed that the system eliminates confusion in the printing of time tables.

Modern Selling Methods Increase Trademarks

There has been an enormous increase in the use of registered trademarks in the last twenty-five years, and particularly in the last decade, according to a study made by the National Industrial Conference Board. A statement issued by the board said that while 46,450 patents were issued in 1925, or eighty-eight per cent more than had been issued in 1900, the number of trademarks issued in 1925 shows an increase of more than 800 per cent. over that of 1900, amounting to 16,118 and 1,721 respectively. The reason for the increase in trademarks is to be found in the modernizing of the system of distribution, in which the trademark, the branding of goods, advertising, chain stores and the mail order business play important parts.

Scores Women Who Won't Tell Age

Women who refuse to vote because they have to disclose their age are out of date and handicap women's political progress, declares Miss Belle Sherwin, president of the National League of Women Voters. She believes such a lack of serious regard for the voting privilege a hampering influence on women's part in government. "A woman's age, no matter what it may be," Miss Sherwin said, "is not a thing to conceal or to be ashamed of unless, indeed, it proves that with years she has not gained understanding."

New Motorships Will Carry Loading Planes

Guiseppe Cosulich, resident director of the Cosulich line in the United States, announced on his arrival from Italy that work on the construction of two new motorships would be started at Montfalcone next month. The new ships, he said, would be the largest electrically driven vessels in the world and each would carry two seaplanes for landing passengers at ports at which the vessels make no stops. The ships will operate on the New York-Mediterranean run.

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The BOOK TABLE

ELEMENTARY ENGLISH: SPOKEN AND WRITTEN. Intermediate Book. Three-Book Series. By Lamont F. Hodge, Superintendent, Yonkers, New York, and Arthur Lee, Superintendent, Clinton, Missouri. New York, Chicago: Charles E. Merrill Company.

The passion for effective writing by school children is interesting. Success in writing effective English is the only school attainment that can get an outside "measurement" that counts for more than teacher measurement. This alone would be enough to account for the effort made by all publishers to get books that can promise better results, and the Charles E. Merrill Company is making an heroic effort to make a real winning with the Three-Book Series by two eminently successful city superintendents.

AMERICAN HISTORY NOTE-BOOK. Number One, 124 pages; Number Two, 96 pages. By Leslie V. Spriggs. Stiff paper covers. Chicago: Hall and McCreary Company.

An entirely new and remarkably important development of masterful art in promoting effective and interesting study of American History. The best use of historical maps. Although not new there are valuable new strains in their use.

Perhaps the most striking feature of the Leslie V. Spriggs presentation of American History is the way in which she balances the view of America and of her opponents before open warfare.

Other Outlines of American History have been prepared, other laboratory schemes have been provided and other problems have been presented, but Leslie V. Spriggs combines the three ideally, magnifies each adequately and makes each help the other. The "American History Note Book" is a scholastic as well as an educational creation. An unexpected "creation" is a lower list price resulting from the increasing sales.

THE TEACHING OF LITERATURE. By Charles Carpenter Fries, University of Michigan; James Holly Hanford, University of Michigan; Harrison Ross Steeves, Columbia University. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

We frequently say in these book notices that the teaching of literature is indispensable to the cultural attitude of American youth of today, because so large a proportion of students in junior and senior high schools are from homes that were not immersed in either British or American literature. Many of these youths from homes of foreign parentage are so especially impressed with what America is expected to do for them financially and civically that they do not respond promptly or naturally to the appeal of literature upon which the teachers were brought up, and this makes the art of teaching literature all the more important. This magnifies the appeal of this book.

Literature is part of the attempt of art to satisfy the yearnings of the human mind and spirit to experience all of life to the full and to arrest and contemplate that experience. The teaching of literature can justify itself only in the endeavor to guide pupils in gaining a rich and varied literary experience, and in developing in them the power of further experiencing without guidance.

VERMONT FOR YOUNG VERMONTERS. By Miriam Irene Kimball. With Many Illustrations. Cloth. 423 pages. New York, Boston, Chicago, Atlanta, Dallas, San Francisco: D. C. Heath and Company.

Vermont is a charmed and charming state. No book in our boyhood had a greater fascination than had "The Green Mountain Boys." Indeed it was one of three books that we read over and over and over again. We never tired of it, and the spell is on us still. "Vermont For Young Vermonters," as we read into it, took us back in the days when Ethan Allen meant as much to us as Calvin Coolidge does to the boys of the Green Mountains today. Every school boy and girl in Vermont will for years to come read and study this book, but that is not adequate. It should be in every home in New England, and in every school library of America. The fact that a Vermont boy is the nation's chief in these transitional world years should be the inspiration for universal interest in the Green Mountain Boys of the French and Indian wars to complex civic and industrial conditions of the world of today.

THE IROQUOIS ARITHMETICS. For School and Life. Book Two. Grades Five and Six. By Harry DeW. DeGroat, State Normal School, Cortland, New York; Sidney G. Firman, Superintendent, Glen Ridge, N. J.; William A. Smith, Superintendent, Hackensack, N. J. Syracuse, N. Y.; Iroquois Publishing Company, Inc.

We have already written high appreciation of Book One of the Iroquois Arithmetics. Book Two carries the same skill in practical achievements along to the fifth and sixth grades. The authors have made an heroic effort to set new, clean-cut standards for basal texts in arithmetic.

The aims of the authors are to have pupils know what to do, how to do it, and know why they do it and why they do it as they do it, and they follow these aims irresistibly and consistently.

Books Received

"The Iroquois Arithmetics." Book Two. By Harry DeW. DeGroat and Sidney G. Firman and William A. Smith. Syracuse, N. Y.: Iroquois Publishing Company.

"A Tour on the Prairies." By Washington Irving. Oklahoma City: Harlow Publishing Company.

"Lippincott's New Horn-Ashbaugh Speller." By Ernest Horn and Ernest Ashbaugh. Philadelphia: J. B. Lippincott Company.

"A Summer Program for the Church School." By Miles H. Krumbine. Chicago: University of Chicago Press.

"Elements of Business Training." By John M. Brewer and Floyd Harlbut.—"Open Doors to Science." By Otis W. Caldwell and W. H. D. Meier.—"The Tragedy of Othello." By William Shakespeare. — "Junior High School Procedure." By Frank Charles Touton and Alice Ball Struthers.—"Exercises and Tests in Algebra." By David E. Smith, William David Reeve and Edward Longworth Morss. — "Bookkeeping and Accounting." By Fayette H. Elwell and James V. Tower. Boston: Ginn and Company.

"The Gateway to English." By H. A. Treble and G. H. Vallins.—"British Spiders: Their Haunts and Habits." By Theodore H. Savory.—"Launcelot and Galahad." By Myrrha Lot-Barodine and Gertrude Schoepperle. French Edition. — "A Greek English Lexicon." Compiled by Henry George Liddell and Robert Scott.—"English Handwriting." By Roger Fry and E. A. Lowe. New York: Oxford University Press, American Branch.

"Guide Book to Literature." By J. O. Engleman and Lawrence McTurnan. Junior and Senior High School Editions. — "The McCall Speller." By William A. McCall and J. David Houser. Chicago: Laidlaw Brothers.

"Diagnostic Studies in Arithmetic." By G. T. Buswell.—"Curriculum Investigations." By Franklin Bobbitt.—"Brains of Rats and Men." By C. Judson Herrick. Chicago: The University of Chicago Press.

"A Digest of the Investigations in the Teaching of Science." By Francis D. Curtis.—"How to Teach General Science." By J. O. Frank. Philadelphia: P. Blakiston's Sons and Company.

"Conduct and Citizenship." By Edwin C. Broome and Edwin W. Adams. New York: The Macmillan Company.

"The Problems of Childhood." By Angelo Patri. New York: D. Appleton and Company.

"Caleb Peaslee." By Frank K. Rich. Philadelphia: Henry Altemus Company.

"Asia: A Short History." By Herbert H. Gowen. Boston: Little, Brown and Company.

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GRINS BETWEEN GRINDS

Pre-Volstead

Dinner was late in being served. "The Missus" went out into the kitchen to learn the reason for the delay and came back weak from laughing.

"Oh, Katrinka looks so-o funny, John," she informed her waiting, hungry husband. "The cooking brandy is all gone and she's trying to knit a sweater out of spaghetti."—Exchange.

Back Again

The absent minded professor carefully tied a knot in his shoe string.

"There," said he; "that will remind me to take the darned shoe off at night."

Couldn't Do It Justice

"When Parson Goodleigh tried to start his flivver he choked the engine off three times in succession."

"Ha! Did he make any remarks appropriate to the occasion?"

"No, he didn't, but he didn't have exactly the same kind of expression on his face he wears when he says: 'Let us pray'."—Birmingham Age-Herald.

The Fireman's Prayer

We understand that a small town not far from here bought a new fire truck. The chief and boys voted to put up the following motto over the door of the fire house:—

"May this fire engine be like all the old maids in our village—always ready, but never called for."

Or Half-Baked

Teacher: "What were the different ages in history?"

Willie: "Stone age, bronze age, iron age."

Teacher: "What age are we living in now?"

Willie: "The hard-boiled age."

Feeling's Believing

"Which is the most delicate of the senses?" asked the teacher.

"The touch," said young Jones.

"How's that?" asked the teacher, and Jones explained: "Well, when you sit on a pin, you can't see it, you can't hear it, you can't taste it, but it's there."—School Board Journal.

How Old is Ann?

"A woman just can't keep a secret," he declared.

"Oh, I don't know," contradicted the fluttery lady. "I've kept my age a secret ever since I was twenty-four."

"Yes," he replied, "but one of these days you will give it away. In time you will just simply have to tell it."

"Well," she replied with confidence, "I think that when a woman has kept her secret for twenty years she comes pretty near knowing how to keep it."

His Specialty

Bookkeeper: "Do you play any instrument?"

Billing Clerk (sadly): "Only second fiddle at home." — The Progressive Grocer.

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How Did We Get That Way?

By James Harvey Robinson

It is a fundamental and hopeful discovery, to be ranked among the great inventions of mankind, that we do not necessarily learn much about a situation from what is sometimes called a scientific method of dealing with it. We can fill a big book with statistical tables and imposing graphs, but so long as we do not ask how we got into the fix we miss the main point. When in the seventeenth century almost all educated men, doctors, theologians, jurists, professors, believed in witchcraft, one might have prepared questionnaires and surveys to seek out and record the incidence of witchcraft, the frequency of the devil's "sabbaths," the technic of getting up a chimney on a broom or three-legged stool; the per cent. of witches who sank when they were cast into the water, the average location of the devil's mark. But all this would hardly have forwarded the disappearance of the delusion. Witchcraft was, it is true, supported by history, but by history in the old sense. One might cite the terrible command: "Thou shalt not suffer a witch to live"; the instance of the Witch of Endor, and the tales in Apuleius. But none of these had anything to do with the manner in which the superstition had come about.

What a chastening effect it might have on an ardent Marxian socialist to realize that Marx's theories were a mid-Victorian product, the counterpart of the classical, Manchester, school of defenders of things as they were! What effect would it have on the worshipers of our Federal Constitution, who would have every schoolchild believe it a sacred and inspired document, to read the Madison Papers, realize the groping, the compromises, the British and French influences that went into the patching together of that important state paper? For an opponent of the entrance of the United States into the League of Nations it might not be a bad thing to see how exactly his arguments resemble those of the opponents of our Federal Constitution when it was submitted to the various states for ratification.—Harper's.

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Meetings To Be Held

SEPTEMBER

7-8: Mathematical Association of America, Columbus, Ohio. W. D. Cairns, Oberlin College, Oberlin, Ohio.

10: Massachusetts State Normal School Teachers, Bridgewater.

OCTOBER.

7-9: Division Meetings of Minnesota Educational Association, at Winona, Mankato, Moorhead, Crookston, Virginia, Bemidji, St. Cloud. H. C. Bell, president.

12-15: Wyoming State Teachers Association, Casper. J. G. Knode, Laramie.

21-23: Indiana State Teachers Association, C. O. Williams, secretary, Indianapolis, Indiana.

21-23: West Tennessee Education Association, Memphis. O. H. Jones, secretary, State Teachers College, Normal, Tenn.

21-23: Utah Education Association at Salt Lake City. J. T. Worlton, Salt Lake City.

22: Franklin County Teachers' Association, Greenfield, Mass. Mildred Hartwell, president.

22-23: All States Vocational Home Economics Conference, Springfield, Ill., Adah Hess, Springfield, Ill.

22-23: Illinois Home Economics Association, Springfield, Illinois, Adah Hess, secretary, Springfield, Ill.

25-27: Association of American Medical Colleges, Cleveland, Ohio. Fred C. Zapffe, 3431 Lexington street, Chicago, Ill.

25-28: National League of Compulsory Education Officials, Nashville, Tenn. John A. Parker, 63 Pynchon street, Springfield, Mass.

27-29: Washington Education Association, Spokane and Seattle. W. H. Grayam, Puyallup.

28-29: Illinois State School Board Association, Belleville. Mrs. G. A. Stover, secretary, Oak Park, Ill.

28-29-30: West Virginia State Education Association, Clarksburg, W. Va., W. W. Trent, secretary, Elkins, W. Va.

28-29-30: Rhode Island Institute of Instruction, Providence. Clara E. Craig, secretary, Providence.

28-29-30: Annual meeting of Northeastern Missouri Teachers' Association. H. G. Swanson, secretary, Kirksville, Missouri.

NOVEMBER.

1-6: Iowa State Teachers Association, Des Moines. E. C. Lynn, Donnellson, Iowa.

1-6: Association of Urban Universities, Brown University. Dr. W. M. Lewis, secretary, George Washington University, Washington, D. C.

4-6: Minnesota Education Association, St. Paul. H. C. Bell, president.

4-5: Iowa Association of Teachers of English, Des Moines. A. Starbuck, secretary, State Teachers College, Ames, Iowa.

4-5-6: Iowa State Home Economics Association, Des Moines. Lillian G. Orr, Sioux City, Iowa.

4-5-6: Kansas State Teachers Association, Topeka, Hutchinson, Hays and Chanute. A. J. Stout, Topeka, Kansas.

4-5-6: Wisconsin Teachers Association, Milwaukee.

4-6: Association of American Universities, Evanston, Ill. A. H. Lloyd, University of Michigan, Ann Arbor, Michigan.

5-6: Pennsylvania Association of Deans and Advisers of Women, Harris Hotel, Harrisburg. Laura H. Carnell, secretary, Temple University, Philadelphia, Pa

9: Women's Educational and Industrial Union, Perkins Hall, 264 Boylston street, Boston. Margaret McGill, secretary, Boston.

10-13: Missouri State Teachers Association, Kansas City, Dr. E. L. Hendricks, president, Central Missouri Teachers College, Warrensburg..

10-13: Missouri Society of Teachers of History and Government. Edgar B. Wesley, secretary, University City, Mo.

11-13: Arkansas State Teachers Association, Little Rock. Ury McKenzie, Hot Springs.

11-13: Association of Urban Universities, Providence, R. I. W. H. P. Faunce, Brown University, Providence, R. I.

12-13: Colorado Education Association Denver, Grand Junction, Pueblo, H. B. Smith, secretary, 520 Commonwealth Building, Denver.

15-16: National Association of State Universities of United States of America, New Willard Hotel, Washington, D. C. E. H. Lindley, Lawrence, Kansas.

22-25: South Dakota Education Association. C. S. Hall, Bellefourche, S. D.

23-26: Public School Trustees' Association of Virginia, Roanoke, E. G. McGhee, Charlotte, Va.

25: Virginia English Teachers Association, Roanoke. H. A. Miller, Jr., Petersburg, Va.

25-26-27: National Council of Teachers of English, Palmer Hotel, Chicago. F. W. Gosling, superintendent of schools, Madison, Wisconsin.

26-27: Maryland State Teachers' Association, Baltimore. H. W. Caldwell, secretary, Elkton, Md.

26-27: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Buffalo, N. Y. Dr. George W. McClelland, University of Pennsylvania, Philadelphia, secretary.

27: Association of Modern Language Teachers of the Middle States and Maryland, Buffalo, N. Y. Miss Elsie I. Jamieson, Kensington High School, Philadelphia, secretary.

28-29: Association of Teachers of Mathematics in the Middle States and Maryland, New York, N. Y. Elsie V. Bull. West Chester, Pa.

28-30: American Historical Society, Rochester, N. Y. D. C. Munro, Princeton, N. J.

DECEMBER..

2-3: Association of Colleges and Secondary Schools of the Southern States. Jackson, Mississippi. N. W. Walker, University of North Carolina, Chapel Hill, N. C.

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20-21: American Association of Teachers of Spanish, El Paso, Texas (Professor W. S. Hendrix, Ohio State University, Columbus, Ohio).

27-28: American Nature Study Society, Philadelphia, Pa. George R. Green, State College, Pa.

27-28: Association of Schools of Professional Social Work, Chicago, Ill. Margaret Leal, 105 E. 22d street, New York, N. Y.

27-28: National Council of Geography Teachers, Philadelphia, Pa. George T. Miller, State Teachers' College, Mankato, Minn.

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